MICHIGAN'S ESEA FLEXIBILITY RENEWAL REQUEST

PRESENTATION TO THE STATE BOARD OF EDUCATION

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March 17, 2015

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Supporting SBE/MDE Priorities

- ESEA Flexibility offers us an opportunity to further some of our key priorities:
  - All Michigan students graduate ready for college, careers and community.
  - Closing achievement gaps
  - Increasing early literacy and reading proficiency in third grade.
  - Developing and supporting a workforce that can achieve these goals

Process and Timeline

- Current ESEA Flexibility approval expires at end of 2014-15 school year

- Approved Renewal will extend through 2017-18 school year

- MDE has been engaged in extensive stakeholder feedback over the previous two months.

- Public comment is open now and closes on March 23rd, 2015.

- Renewal Request due to USED on March 31, 2015

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Principle 1: College- and Career-Ready Expectations for All Students

States must demonstrate their continued commitment to ensure that all students graduate from high school ready for college and careers, through implementation of career- and college-ready standards and assessments, including supports for all students, including English Learners, students with disabilities, low-achieving students, economically disadvantaged students, and teachers of those students.

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Principle 1: Overview

- Much of the existing content revolves around the adoption and rollout of Career and College Ready Standards
- Including a focus on:
  - Early literacy and numeracy
  - Updates to Michigan's multi-tiered systems of support
- Postsecondary access and persistence data and supports
- Assessment transitions

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Principle 2: State-Developed Systems of Differentiated Recognition, Accountability, and Support

States must demonstrate their continued commitment to continuous improvement of systems and processes supporting implementation of the system of differentiated recognition, accountability, and support.

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Principle 2: Accountability Metrics

- Current:
  - Annual TtB and identification of new Focus, Priority, and Reward Schools

- Proposed:
  - Move from annual to three-year identification cycle for Priority, Focus and Reward Schools
    - Next "naming" year to be fall 2017 following two years of data under same assessment

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Proposed Accountability Cycle

	Fall 2015	**Fall 2016**	**Fall 2017**
What is reported publicly?	Possible parent dashboard State-level assessment results	Possible parent dashboard State-level assessment results	Priority, Focus and Reward Schools Scorecard for all other schools
What is reported securely to districts/schools?	Scorecard At-risk of Priority and Focus notifications Student-level information	Scorecard At-risk of Priority and Focus notifications Student-level information	Student-level information
What are accountability consequences?	None (unless do not participate)	None (unless do not participate)	Entry into Priority and Focus status

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Key accountability takeaways

- There is substantial interest from some stakeholders, including the Michigan Legislature, to move from the color-coding described in this document to a diagnostic scorecard that utilizes an A-F schema to indicate overall school performance.

- The MDE will continue to work with stakeholders, including the Michigan Legislature, over the next year to align state and federal accountability systems and determine the most meaningful indicators to use, including the steps necessary to transition from colors to a new schema by the next high-stakes accountability cycle in 2017.

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Key accountability takeaways

- MDE is proposing to implement a three-year identification cycle for Priority and Focus schools, with the next cohorts to be named in 2016-17. The Accountability Scorecard will continue to be produced annually, and serve as a diagnostic to stakeholders.

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Key Accountability Proposals

- Change Priority School identification criteria
  - Use only achievement (1/2) and improvement (1/2) in Top to Bottom
  - Bottom 5% of this list in cycle 2 and cycle 3 = Priority Schools
  - Named every three years
- Change Focus School identification criteria:
  - Largest gap in ELA and mathematics only
  - If school has a bottom 30% subgroup with proficiency OR growth greater than the state average, they will not be named a Focus school
  - Graduation rate is below 60% two consecutive years (examine and identify annually)

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Exit Criteria: Priority and Focus

- Proposed Priority School exit criteria:
  - TTB Rank $>=5^{th}$ percentile
  - Met proficiency targets in ELA and math (AMOs)
  - Met participation criteria
- Proposed Focus School exit criteria:
  - Bottom 30% subgroup has proficiency levels $>=$ the state average for two consecutive years OR
  - Bottom 30% subgroup has improvement levels $>=$ the state average for two consecutive years

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Exiting Current Priority and Focus Cohorts

- Priority:
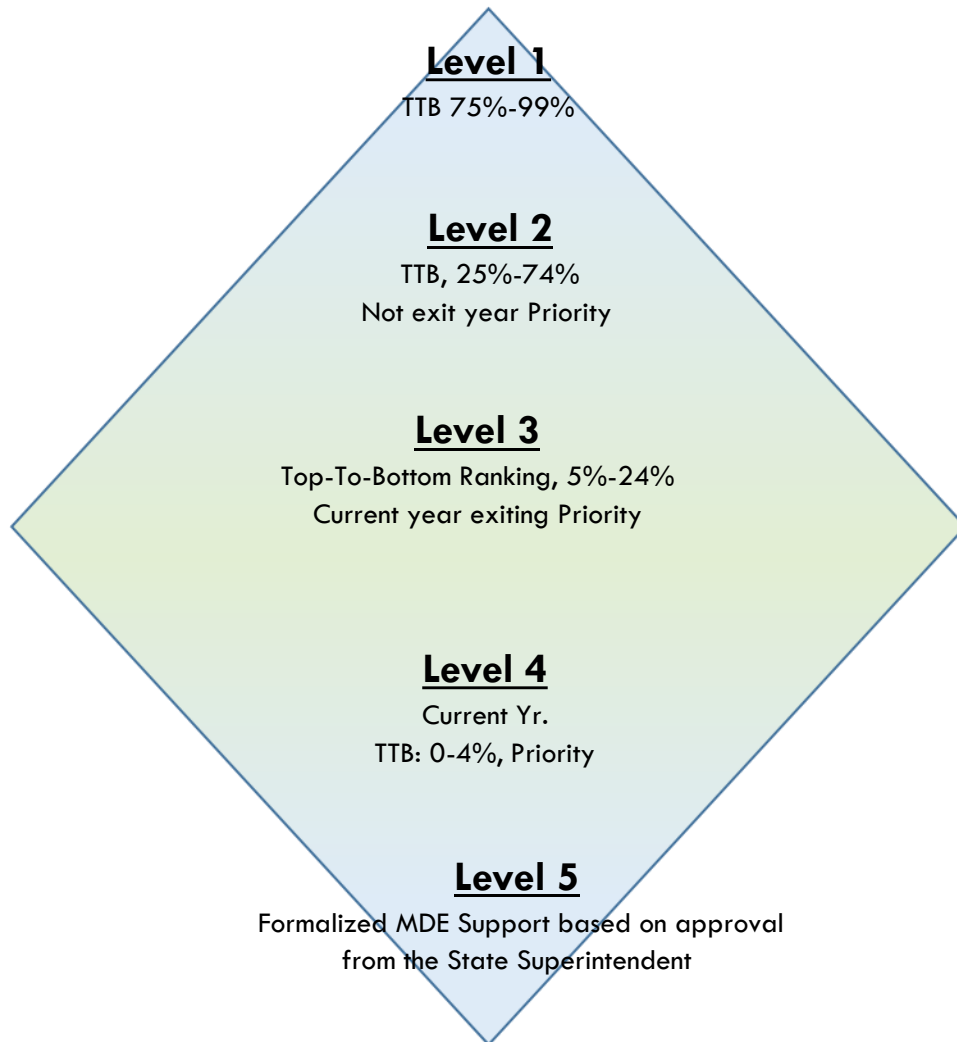 - It is the intent of the MDE to exit 2010 and 2011 cohorts before end of 2014-2015 school year
- Focus
  - Conditionally suspend identification status of 2012 cohort
  - 2013 and 2014 cohort Focus schools maintain current intervention levels until 2017

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Principle 2: Priority School Supports

- Provide a multi-level support pipeline for Priority Schools where supports are differentiated based on need
  - Formalized Local Stakeholder Team Meetings
  - Onsite District and School Visits
  - Data Diagnostics
  - Quarterly Progress Reports
  - EOY Recommendations to the State Superintendent

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Principle 2: Priority School Supports

Level 1
TTB 75%-99%

Level 2
TTB, 25%-74%
Not exit year Priority

Level 3
Top-To-Bottom Ranking, 5%-24%
Current year exiting Priority

Level 4
Current Yr.
TTB: 0-4%, Priority

Level 5
Formalized MDE Support based on approval
from the State Superintendent

Level 1: Non-Structured Status
District-provided supports

Level 2: Less-Structured Status
District and MDE supports

Level 3: Semi-Structured Status
District and MDE supports

Level 4: Structured Supports/Resources
Extensive District and MDE supports

Level 5: Managed Supports/Resources
*Formalized MDE supports based on approval
from the State Superintendent*

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Principle 2: Focus School Supports

- Tiers of MTSS implementation in partnership with OSE

- District Intervention Team to provide diagnostics of systemic issues in support of MTSS in partnership with OSE and OFS

- District Improvement Facilitator support increases to 160 hours beginning in Year 3 of identification

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Principle 2: Other Title I School Supports

- Need to provide a differentiated system of supports for ALL schools (not only Priority and Focus)

- Schools with a RED designation on their scorecard overall (not identified as priority or focus) would receive tiered system of support interventions including:

  - MICSI tools;

  - Program Evaluation tool;

  - Title I set asides for Early Literacy; and/or

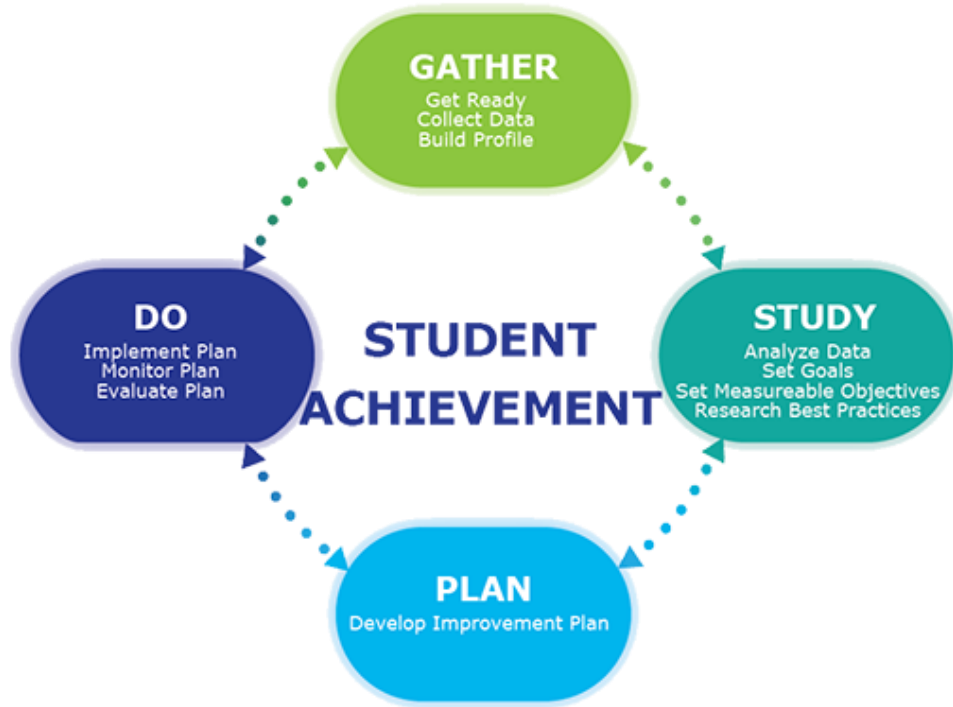 - Prescribed targeted areas of intervention

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Principle 2: Systems Alignment and Capacity Building

Delivery Chain - General Supports for Schools
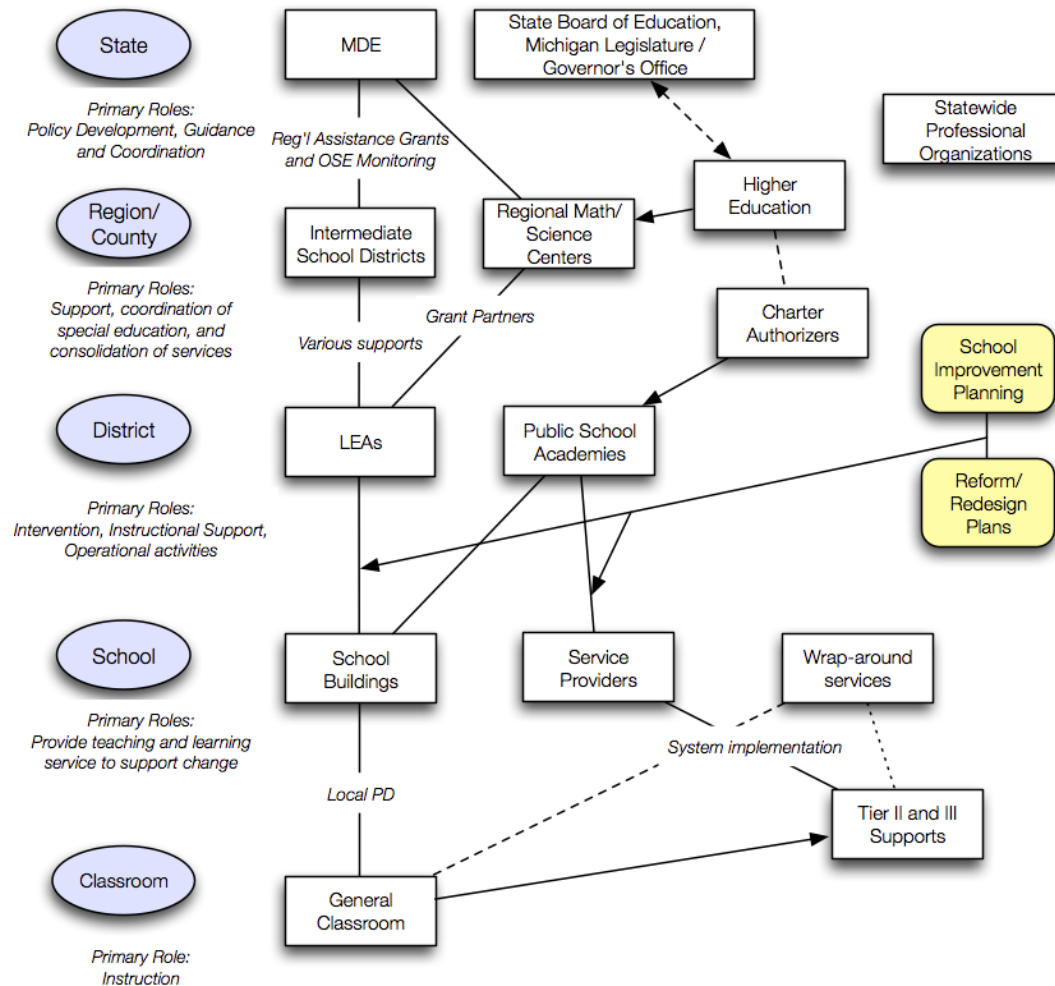
- ☐ Use of Delivery Model to Build Statewide Capacity

- ☐ Focus on linkages and designing supports for the whole system

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Principle 2: Systems Alignment and Capacity Building

GATHER
Get Ready
Collect Data
Build Profile

DO
Implement Plan
Monitor Plan
Evaluate Plan

STUDENT ACHIEVEMENT

STUDY
Analyze Data
Set Goals
Set Measureable Objectives
Research Best Practices

PLAN
Develop Improvement Plan

MDE leverages system infrastructure to support local improvement (SSIP):

- Governance.
- Finance
- Quality Standards
- Professional Learning and Technical Assistance
- Data
- Monitoring and Accountability
- Communications

Timelines follow Priority and Focus implementation timelines

(annual and quarterly)

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Principle 3: Supporting Effective Instruction and Leadership

States must demonstrate their continued commitment to implementation of teacher and principal evaluation and support systems that use multiple measures of performance, including student growth as a significant factor.

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Principle 3: Existing Content

- ☐ Building of/support for effective teaching
- ☐ Building of/support for school leadership capacity
- ☐ Recommended teacher evaluation models
- ☐ Recommended administrative evaluation models

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Principle 3: Proposed New Content

- Delay required use of state assessment data until results from 2015-16* state assessments are available following two years of data under same assessment

- Focus on Student Learning Objectives (SLO)

- Introduction of Student Growth Percentile (SGP)

- Additional focus on the relationship between educator evaluations and adult professional learning

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Do we have to do ESEA Flex?

- No. States who wish to receive Title funding and not participate in ESEA Flexibility can choose instead to implement the original NCLB requirements

- However—we believe ESEA Flexibility can be a vehicle for us to accomplish our key goals.

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What happens if Michigan's ESEA Flexibility is not renewed?

- Starting in 2015-16, Michigan must
  - Revert to identification of schools as identified for Improvement, Corrective Action, or Restructuring
  - Calculate adequate yearly progress (AYP) and make identifications based on the 100% proficient by 2014 requirement

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What happens if Michigan's ESEA Flexibility is not renewed?

- Districts with schools identified for Improvement, Corrective Action, or Restructuring
  - Must set aside 20% of Title I allocation to provide supplemental education services (SES) and transportation for public school choice
  - Will have less flexibility in the transfer and use of certain Title program funds

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What happens if Michigan's ESEA Flexibility is not renewed?

□ The MDE must

- ◻ Award new SIG grants based on Tier I, Tier II, and Tier III identifications only

- ◻ Limit new school-wide Title I programs to those schools with greater than 40% poverty

QUESTIONS AND DISCUSSION